

October 3, 2012

Dear Fellow Administrators,

I hope you've had a good learning experience at the Special Populations Conference! Our team welcomes your feedback and suggestions for improvement since we're planning next year's session soon. Please do take the time to email me your thoughts, names of speakers or topics for next fall. Power point presentations and other conference documents will be posted on the website by October 9 at [www.Michigan.gov/ofs](http://www.Michigan.gov/ofs), scroll down to Special Populations Conference 2012.

We shared many of our updates and reminders at the conference sessions but here are few more:

- **AMAOs:** The Annual Measurable Achievement Objectives (AMAOs) for English learners were released to district superintendents on Friday September 28, 2012. These AMAO results are considered preliminary because districts will have an opportunity to appeal to BAA within two weeks by using the following email: [MDE-Accountability@michigan.gov](mailto:MDE-Accountability@michigan.gov). Shortly after the appeal window closes, BAA will inform the appealing districts of the final results. Other questions about the AMAO calculations should be directed to BAA at the same email above or by phone 877-560-8378, option 6.  
For questions related to targets or consequences for district's Annual Measureable Achievement Objectives (AMAOs) for English learners, Title III funding or developing or revising the district's Title III plan, please contact me at 517-373-6066 or email [OFSSpecialpops@michigan.gov](mailto:OFSSpecialpops@michigan.gov).

Progress Targets (AMAO 1):

2011–2012: 79% of students gaining 4 or more points

2012–2013: 81% of students gaining 4 or more points

Proficiency targets (AMAO 2):

2011–2012: 16% of students proficient or advanced

2012–2013: 20% of students proficient or advanced

### ***AMAO Consequences***

Districts that do not meet one or more of the AMAOs must comply with a series of consequences which vary depending on the number of consecutive years the district missed an AMAO.

#### **Year One:**

A letter must be sent to parents of Title III-funded LEP students, within 30 days, explaining that the district did not meet one or more of the AMAO targets and it must provide the parents with the district's plan to meet the targets in future

years. A sample letter can be found by clicking the AMAO link at [www.michigan.gov/oeaa](http://www.michigan.gov/oeaa)

The district must develop a Title III program improvement plan to specifically address the factors that prevented the district from meeting its objectives. The Office of Field Services team at the Michigan Department of Education will provide technical assistance to improve the Title III plan for serving LEP students.

**After two consecutive years:**

Letter to parents of Title III-funded LEP students (same as year 1)

Implementation of Title III improvement plan

The Office of Field Services will contact you regarding implementation of the district's plan.

**After three consecutive years:**

Letter to parents of Title III-funded LEP students (same as year 1)

Revision and implementation of the district's Title III improvement plan

The Office of Field Services will contact you regarding implementation of the district's plan.

**After four consecutive years:**

Letter to parents of Title III-funded LEP students (same as year 1)

The district is required by the Michigan Department of Education to change its method of delivery, replace staff responsible for the district's failure to meet AMAOs, and possible loss of Title III funding.

The Office of Field Services will contact you regarding implementation of the district's plan.

Sample notification letter to parents, basic information and how to appeal your AMAO status can be found at: [http://www.michigan.gov/mde/0,4615,7-140-22709\\_56804---,00.html](http://www.michigan.gov/mde/0,4615,7-140-22709_56804---,00.html)

We will invite districts that did not meet anyone of the AMAOs for **2 years or more** to a technical assistance workshop as soon we can secure a location. In the interim, I advise you to start discussing your ELPA spring data results, revise and improve your EL/Title III plan (program design, delivery of services, and professional development) and submit it through your District Improvement Plan (DIP) on AdvancED website.

- **Data Quality:** We have found 6,000 cases of LEP students who had English as their home language or native language. If this information is correct, such cases do not qualify for funding or services. We trust that your data entry staff is entering languages other than English into the MSDS system

but we are puzzled by this finding. After further discussion with CEPI who maintains MSDS, I urge you to inform your data entry staff of the following:

It is necessary to report **the language other than English spoken at home or by the child (native language) on MSDS**. This information is pivotal to insure student eligibility for LEP status and Title III funding. We expect to see a language ***other*** than English reported for LEP students funded under Title III. When submitting more than one language, identify the 'home language' as the primary language by submitting it ***first*** in the data file you upload to MSDS or by checking the star beside its code.

A student with deafness or a hearing impairment who comes from a household where English is the native language would not be considered LEP for Title III purposes. A student with deafness or a hearing impairment who comes from a household where the native language is not English or ASL, however, could be considered LEP if s/he meets the definition of LEP established by the State. Federal programs to support services to LEP students are intended to serve national origin minority language students, and are not meant to include students who rely on or come from an environment where ASL is the dominant language. ASL is not a language other than English that would, for purposes of providing services under Title III, in and of itself, be a basis for determining that a student is LEP.

All LEP potentially eligible students must be screened on ELPA and assessed in reading and math as described in the draft statewide Common Entrance and Exit Criteria document posted on the website as of October 9. The criteria are final and all districts are expected to align their entrance and exit procedures accordingly.

- **Professional Development:** I have attached a professional development survey in order to gather information about each district's 2011/2012 professional development activities. We will aggregate such data at the state level and report it to US Department of Education without revealing individual district's/ISD's information/data. Please return your survey to me by **October 30, 2012**. Your assistance will provide accurate information to USED regarding statewide initiatives toward improving teachers' skill sets and EL student achievement.

- **ELP Standards:** Our Office (OFS) and BAA have collaborated toward adopting the World Class Instructional Design Assessment (WIDA) standards which have been adopted by 23-25 states. These are the English Language Proficiency Standards that incorporate academic language across the content areas (math, language arts, science and social studies) and are aligned with the common core standards. On October 9, our offices are seeking the Michigan State Board of Education's approval to adopt the WIDA standards. I am working closely with the English Learner Advisory Committee to discuss and draft a professional development plan for educators that will start taking place during the spring and summer of 2012 and beyond. This is very exciting news for Michigan's EL students and educators and will accelerate our students' progress toward meeting the state common core as well as ELP standards!

- **Immigrant Students:** When verifying the demographic information of an immigrant student who may not have a birth certificate, the Pupil Accounting Manual lists the following as proof in section three:

*"Verification of Identity and Age - The local school district must verify the identity and birth date of all pupils entering school for the first time. The child's identity and birth date may be verified through a variety of methods, including:*

- *Birth certificate*
- *Baptismal certificate (indicating date/place of birth)*
- *Court records*
- *Governmental records (county, military, immigration)*
- *Doctor or hospital records with a sworn statement*
- *Family records (Bible or passport)*
- *Life insurance policy "*

The pupil should be enrolled in the district and reported in the Single Record Student Data system by the child's legal name on his or her birth certificate; except, a child who was unnamed at the time of filing the child's birth with proper authorities may use the child's given name other than "Baby Boy" or "Baby Girl".

Keep the immigrant data timely in your data management system, and submit the uploads to MSDS in order for MDE to gather the information for funding purposes.

- **Consortium Lead & Members:** If you are a member of a Title III Consortium, please take an active role in planning the Title III application

with the Consortium lead and develop objectives, strategies and activities and align the budget to your proposed plan. Approved expenses of consortium members are reimbursed by Consortium Leads after expenses have been incurred and receipts have been sent to the Lead. Consortium Leads may take 2% of the total Title III allocation for administrative and indirect cost. The Consortium Lead or members **may not** take additional 2% from each of the individual funds allocated to members.

- **Fiscal Responsibility:** All Title III budgets must be aligned to the DIP section that addresses ELs. The DIP must include objectives, strategies and activities for English learners. Additionally,
  - a. Ensure that you do not shift staff (previously funded by general, state or federal funds) to Title III funds since this would be considered supplanting and we will not approve it.
  - b. Title III administrative and indirect cost combined must not exceed 2% of your total Title III allocation & carry over.
  - c. Review the power point I shared at the conference for helpful tips and scenarios. The resources will be at [www.michigan.gov/ofs](http://www.michigan.gov/ofs) by October 9--scroll down to Special Populations conference 2012.
- **Program Evaluation**--One of the requirements under T III is to conduct a biennial program evaluation. Also, each if our professional development and parent engagement programs needs to have an evaluation component. Through a collaborative process, MDE has revised the Program Evaluation Tool and created a Planning Tool that are easy to follow and implement (check the Special Population conference web link). If you'd like assistance in implementing the Tools, let me know at your earliest convenience so we can plan some training.
- **Monitoring Indicators Self-Assessment Checklist**--In the past, our office expected districts to complete the TIII Self Assessments Checklist and submit to us annually. Since we have started a three-year cycle for all of our special populations programs, we are asking you to submit the Title III Monitoring Indicators Self- Assessment Checklist **by November 30, 2012 ONLY** if one of the following applies:
  - You did not email the Checklist to us during the 2010/2011 or 2011/2012 school year;
  - The district has experienced major changes, hopefully improvements, in the Title III program;

- We have scheduled an on-site visit or desk review for your district

We are also verifying your submissions and will provide you advance notice if you're scheduled for an on-site visit during the 2012/2013 school year. We are following several methods for the onsite review process:

- a. Join a regional consultants' team and review several federal programs at once;
- b. Conduct on site reviews of several Special Populations programs (Title III, section 31a, Title I C, Homeless or Title I D)
- c. Conduct an independent T III visit and invite a regional consultant to join us during the visit.

As always, please reach to us as needed and we will do our best to assist. Have a successful and rewarding school year!

Yours Sincerely,

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